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ABSTRACT

With the passage of the Early Child Development and Academic Act of 1993, 21 former Target 2000 Dropout Prevention and Retrieval pilot projects were reorganized as technical assistance sites. This publication is a compilation of descriptions of the programs at the technical assistance sites, areas in which technical assistance is available, and listings of material developed during pilot testing that are now available for dissemination. Also included are the names and telephone numbers of those who can provide more information about each technical assistance site and the details on how to schedule on-site visits. Program information is provided in four sections: District Programs and Technical Assistance Sites; Secondary School Programs and Technical Assistance Sites; Middle School Programs and Technical Assistance Sites; and Elementary School Programs and Technical Assistance Sites. (GLR)

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ED 367 737

TARGET 2000

DROPOUT PREVENTION AND RETRIEVAL TECHNICAL ASSISTANCE SITES

Program Descriptions 1993-94

Dropout Prevention and Retrieval Team

Office of Regional Services and Partnerships

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Barbara S. Nielsen, Ed.D.
State Superintendent of Education

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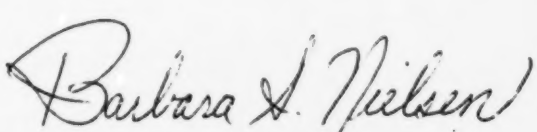
FOREWORD

With the passage of the Early Child Development and Academic Act of 1993, twenty-one former Target 2000 Dropout Prevention and Retrieval pilot projects were reorganized as technical assistance sites. Staff at these sites are available to provide detailed information on program activities and components which have been tested and evaluated and which have been successful in reducing dropouts, and, just as importantly, which strategies did not prove to make significant differences.

This publication is a compilation of descriptions of the programs at the technical assistance sites, areas in which technical assistance is available, and listings of material developed during pilot testing which are now available for dissemination. Also included are names and telephone numbers of those who can provide more information about each technical assistance site and details on how to schedule on-site visits.

To meet the National Education Goal of raising the graduation rate to ninety percent by the year 2000 will take a concerted effort on the part of everyone -- schools, businesses, families and communities. I encourage educators to study the descriptions of these programs carefully, keeping in mind that assistance is available to help with replicating strategies and activities that would be appropriate for a comprehensive dropout prevention program.



Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

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DISTRICT PROGRAMS

AND

TECHNICAL ASSISTANCE SITES

ANDERSON SCHOOL DISTRICT FIVE

Project KARE (Keeping the At-Risk Enrolled)

Funded 1989-90

PROGRAM DESCRIPTION: The KARE program is an innovative approach to dropout prevention which provides accelerated instruction for previously retained students. The program components include a low teacher-student ratio, computer-assisted instruction, acceleration, competency-based instruction, counseling, mentoring, and extended day/extended year programs.

This project operates in three middle schools and one high school. Each site consists of thirty students and two specially-trained teachers. Two block classes are held each day with fifteen students and two teachers in each three-hour block. Students are identified and selected on the basis of the following factors: previous retentions, achievement test scores, absenteeism, and discipline referrals.

AREAS OF TECHNICAL ASSISTANCE: Project staff will provide technical assistance in the areas of competency-based instruction, computer-assisted instruction, acceleration, counseling, mentoring, extended day and extended year programs

MATERIALS AVAILABLE: The following program materials are available: program brochures; a slide presentation describing program components and outcomes; guidelines and forms for student selection, mentoring, and tracking; compentency-based testing procedures and exams.

SCHEDULING TECHNICAL ASSISTANCE: Project staff requests that all on-site visits be scheduled in advance so that staff members will be prepared to provide time and materials. There are no restrictions to on-site visits; however, the project requires travel reimbursement for staff to provide technical assistance in other districts.

FOR MORE INFORMATION CONTACT:

Sheron J. Lee, Project Director
Proctor B. Hawkins, Jr., Assistant Superintendent

TO SCHEDULE TECHNICAL ASSISTANCE VISITS CONTACT:

Judi Carlton
Anderson School District Five
Post Office Box 439
Anderson, South Carolina 29622
Telephone (803) 260-5000

GEORGETOWN COUNTY SCHOOL DISTRICT

Project Vision

Funded 1989-90

PROGRAM DESCRIPTION: Project Vision has two major components: an alternative school, and an advocacy program.

The alternative school is a separate site facility which serves approximately 65 students in grades six, seven, and eight. Students selected to attend the alternative school are chosen based on several criteria. First, because of retentions, they are overage for their grade level. Secondly, they are capable of at least average academic performance, and finally, they might have had attendance and/or discipline problems. These criteria, however, do not automatically guarantee admittance to the program, since the project does not accept the most poorly behaved students.

The alternative school offers a typical middle school curriculum. Students are assigned to language arts, math, social studies, physical education, science, art, music, and to the computer lab. Students also receive intensive counseling. The school operates on a modified block schedule. A sixth and seventh grade curriculum is offered to sixth graders, and they may be promoted from the sixth grade to the eighth grade if they are successful. For seventh graders, a combination seventh and eighth grade curriculum is offered so that they might be promoted from grade seven to grade nine. Staff works closely with eighth graders so that they can use the district's summer school program to enable them to graduate as close to "on time" as possible.

Students at the alternative school are grouped by age, not by grade. The WICAT system is used to deliver basic skills in math and language arts. Computer assisted instruction supplements creative classroom instruction. During 1993-94, staff will be utilizing an integrated, thematic instructional model based on the theme of survival. All students will read six core books which have survival as their theme. Classroom instruction in all subject areas will relate to these books and to the survival theme.

Advocacy programs exist at all middle and high schools. These programs identify students who are at risk of leaving school prior to graduation. Each school has three staff members who serve as advocates, each of whom "adopt" approximately ten students. The role of the advocate is to be a "guardian angel" who provides academic support; checks on the adopted students' academic progress, attendance, and discipline; provides a support system; and demonstrates that someone cares and is there to listen.

AREAS OF TECHNICAL ASSISTANCE: Computer-assisted instruction, remediation, alternative schools and programs, advocacy programs, whole language instruction, instructional strategies for at-risk students, accelerated learning, and integrated thematic instruction.

MATERIALS AVAILABLE: A brochure which provides details of the project and a narrative description of the alternative school program are available upon request.

SCHEDULING TECHNICAL ASSISTANCE: Visitors are welcome at any time, but appointments are suggested to ensure that the project director will be available. On-site visits are encouraged; however, the project director is willing to provide technical assistance outside the Georgetown County School District.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Judith K. Ingle, Coordinator
Project VISION
Post Office Box 609
Georgetown, South Carolina 29442
Telephone (803) 546-0219

or

Dr. Sylvia Guthrie, Assistant Superintendent
Georgetown County Schools
Georgetown, South Carolina 29442
Telephone (803) 546-2561

GREENWOOD SCHOOL DISTRICT FIFTY

Dropout Prevention Through Case Management

Funded 1990-91

PROGRAM DESCRIPTION: Dropout prevention and retrieval through case management provides at-risk students from kindergarten through the twelfth grade with a continuum of concentrated support from school-based personnel and community agencies. Through a system of referrals and case coordination, the project focuses on providing identification, intervention and prevention services from the schools, existing social agencies, private facilities, and volunteers.

Case management is designed to handle situations that fall outside the normal school referral system. A case management staff member is housed in each school to work directly with principals, counselors, teachers, and students and their families. By facilitating inter-agency cooperation within the public school system, high-risk students are quickly provided necessary, direct services with minimum disruption to the educational process.

AREAS OF TECHNICAL ASSISTANCE: District/school and community planning for case management, district/school planning, and other aspects of the case management process to include: case finding, intake, assessment, action planning, service acquisition, case/client mentoring, delivery monitoring, case closure, and post closure follow-up.

MATERIALS AVAILABLE: Brochure, fact sheet, sample letters, job announcements, job descriptions and other forms and instruments necessary for the operation of a case management program, training and staff development guidelines, video, evaluations, and a sample client file.

SCHEDULING TECHNICAL ASSISTANCE: Visits to the district for technical assistance must be scheduled in advance and are limited to days and times which do not interfere with district testing, staff development activities, holidays, and near the beginning or closing of the school year. Case management staff travel to provide consultation to other districts will be limited to those districts which have demonstrated a serious commitment to implementing a case management program by having reviewed written material or having previously visited Greenwood School District 50 to learn more about case management, and have the support of their local school board, superintendent, and principal.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Glennis Cannon, Director of Case Management

or

Dr. Marie Griffin, Assistant Superintendent for Instruction
Greenwood School District 50
Post Office Box 248
Greenwood, South Carolina 29648
Telephone (803) 941-5400

NEWBERRY COUNTY SCHOOL DISTRICT

Newberry Tomorrow

Funded 1989-90

PROGRAM DESCRIPTION: This pre-K through adult education effort is a comprehensive program to prevent students from dropping out and to retrieve residents of the county who have never received a high school diploma. After identifying and revising board policies which impeded student success, the district implemented a variety of components. Full-day kindergarten units are offered to at-risk five-year-olds. A home school liaison program increases contact between teachers and parents of elementary school students. The junior high schools have been reorganized to reflect the middle school concept as recommended in the Carnegie Report. Technology is used at the middle and high schools to provide high level experiences to students. Ninth graders at the district's largest high school are served by a team of teachers. A non-traditional high school program is offered as a choice for students who are not succeeding in the traditional high schools or who have already dropped out and want to return to school. The adult education program has been expanded to include a competency-based, computer-assisted instructional program.

AREAS OF TECHNICAL ASSISTANCE: Early childhood development, to include extended day kindergartens, program development, coordination of federal and state funding sources, teacher training, and class assignment practices; reducing the number of retentions, to include policy issues, teacher and administrator training, parent education regarding promotion and retention, and procedures to follow in making retention decisions; middle school concept to include implementing transition from departmental organization to middle school interdisciplinary team organization; technology including how to use technology to involve uninterested students and the use of multimedia as an instructional tool; and how schools can function in new and different ways.

MATERIALS AVAILABLE: Brochures, training materials, and program descriptions will be made available to districts requesting technical assistance.

SCHEDULING TECHNICAL ASSISTANCE: To limit class interruptions, visitations to school programs may be scheduled by appointment only on Thursdays. Presentations can be made to groups.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Dr. Deborah Fite, Assistant Superintendent for Instruction
Newberry County School District
1539 Martin Street
Newberry, South Carolina 29108
Telephone (803) 321-2600

OCONEE COUNTY SCHOOL DISTRICT

Dropout Prevention Program

Funded 1989-90

PROGRAM DESCRIPTION: This district-wide project features Reading Recovery at the first grade, a mentoring program for students in grades six through eight, and an alternative high school. The alternative high school is patterned after a National Diffusion Network project approved by the Joint Dissemination Review Panel as a comprehensive dropout prevention/retrieval program for secondary students. Located on a completely separate site, the alternative school serves students from the four county high schools. It includes five components: Academics, a 9th - 12th grade diploma program featuring individualized, competency-based instructions; Counseling, including guidance, career counseling and home visits; Life-coping skills, involving career education, leisure education, social skills, personal well-being, cultural awareness and community service projects; Vocational Education, utilizing the Hamilton Career Center; an on-site business adopted through a Business/Industry Education Partnership; a student work experience program; and physical education. Follow-up continues with students returning to home schools from the alternative school.

AREAS OF TECHNICAL ASSISTANCE: Reading Recovery, mentoring, individualized, competency-based instruction, counseling, life skills, alternative programs, and in the development of an on-site "business" operated by the students.

MATERIALS AVAILABLE: Brochure and video on the alternative school, information on Reading Recovery, survey instruments used to identify at-risk students, and information packets on all program components.

SCHEDULING TECHNICAL ASSISTANCE: Staff is available to make visits or to conduct tours for those wishing to see the program on site. Please request site visits at least two weeks in advance and give at least thirty days notice for staff to provide services in other districts. Staff will be available at all appropriate state conferences including the National At-Risk Youth Conference in Charleston in January 1994, the National Dropout Prevention Center's Summer Institute at Clemson in the summer of 1994, and at the National Dropout Prevention Conference in San Jose, California in March 1994.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Louis C. Holleman, Coordinator of Student Services
Oconee County School District
Post Office Box 649
Walhalla, South Carolina 29691
Telephone (803) 638-4000

or

Kathra Carter, Assistant Director
Oconee Alternative School
Post Office Box 1347
Seneca, South Carolina 29679
Telephone (803) 885-5046

RICHLAND SCHOOL DISTRICT TWO

Dropout Prevention and Retrieval Program

Funded 1989-90

PROGRAM DESCRIPTION: This kindergarten through adult approach to dropout prevention and retrieval has four distinct components: elementary, middle and high school components and adult education.

At the elementary level, guidance counselors have been trained to establish school intervention teams and in MegaSkills for use in parenting workshops. At the middle school level, computer labs have been established to emphasize reading, math and life skills. Lab teachers provide group and individual counseling; parent training; and assist with family and social concerns.

The high school component features performance-based programs which target three major strands of student development: Academics - Employability Skills - Personal Relationships. Through self-paced, individualized, integrated curriculum, students have the chance to "catch up" and graduate on time.

Other features which contribute to student and program success include: parent/community sessions, business/community collaboration, volunteerism, field experience/academic/fine-performing arts, showcasing and student presentations, quarterly and year end awards and recognition.

The newest component is for seventeen year olds who are considering dropping out. These students are allowed to attend adult education from 1:30 to 5:00 in the afternoons. The district actively recruits seventeen year olds who are not in school.

AREAS OF TECHNICAL ASSISTANCE: Computer-assisted instruction, MegaSkills, school intervention teams, service learning, parenting programs, performance-based and self-paced academic programs, and staff development to best meet needs of at-risk students and their families.

MATERIALS AVAILABLE: Brochures and short videos have been developed for the middle and high school components. An additional brochure outlines the overall program.

SCHEDULING TECHNICAL ASSISTANCE: Initial contact should be made to the program director. Visits to observe school activities must be scheduled in advance and are limited to the hours of 8:00 AM to 3:00 PM. The staff of each program is available to work with other districts in touring and discussing programs on-site as well as with training to help others replicate the various components and strategies.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Dr. Luther C. Martin, Program Director

or

Julia Boyd, Director of Community Relations & Partnerships
Richland School District Two
6831 Brookfield Road
Columbia, South Carolina 29206
Telephone (803) 787-1910

SECONDARY SCHOOL PROGRAMS

AND

TECHNICAL ASSISTANCE SITES

ANDERSON SCHOOL DISTRICT ONE AND TWO

The Career and Technology Center

Project HOPE

Funded 1989-90

PROGRAM DESCRIPTION: Project HOPE currently provides interest inventories, vocational assessments, and Career Center tours to at-risk students in grades nine and ten from Wren, Palmetto, and Belton-Honea Path High Schools. The Career Ability Placement Survey (CAPS) and the Career Occupational Preference System (COPS) are administered. Based on the results of the assessments, recommendations for vocational programs are then made to students during individual counseling sessions. After entering a vocational program at The Career and Technology Center, students are monitored for grades, attendance, and discipline. Project staff provide academic and vocational support. Additional counseling in life skills and career planning is also provided. A computer lab is available to students for instruction, reinforcement, and/or remediation of skills as well as for career exploration.

Students who are overage for their class may enter The Career and Technology Center through an early admission program. These students are monitored very closely. After completing vocational training, they may elect to complete diploma requirements or receive a GED through the adult education program located at The Career and Technology Center.

Special needs students are given a vocational assessment and interest inventory before entering a vocational program. During annual review of the IEP, the special needs coordinator makes recommendations for vocational placement, based on the results of the test data. At this time, a vocational plan, including modifications/adaptations, is completed.

Students who have dropped out of school from Wren, Palmetto, and Belton-Honea Path High Schools are contacted about the Target 2000 adult education lab. Students entering this program are evaluated for vocational abilities and interests as well as learning styles. Students in this lab may work toward a diploma or GED. The lab operates from 12:00 - 3:00 p.m., Monday - Friday.

AREAS OF TECHNICAL ASSISTANCE: Interest inventories, vocational assessments, computer-assisted remediation programs, life skills, career planning, as well as program development to include planning, developing, implementing and budgeting.

MATERIALS AVAILABLE: Brochures, curricula information, data collection instruments, a Project HOPE program manual, parent surveys and questionnaires. A video tape of program highlights will be available by spring 1994.

SCHEDULING TECHNICAL ASSISTANCE: Staff members are available, by appointment, to provide technical assistance at The Career and Technology Center and also may be available to make presentations to other schools and districts and professional organizations.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Nancy P. Lanford, Special Needs Coordinator

or

Terri Thompson, Support Services Coordinator
The Career and Technology Center
702 Belton Highway
Williamston, South Carolina 29697
Telephone (803) 847-4121

CHESTERFIELD COUNTY SCHOOL DISTRICT

Chesterfield High School

PROJECT TOPS (Training for Occupational and Personal Success)

Funded 1989-90

PROGRAM DESCRIPTION: For students in grades nine through twelve, TOPS identifies at-risk youth through an analysis of attendance, academic records, test scores, discipline records, and parent/teacher referrals. Once identified, these students are encouraged to participate in the program. The program provides needed support systems to help them through high school and beyond. Program components include tutoring services, mentoring, and comprehensive counseling services. Other features include a Saturday make-up program for students who would otherwise fail because of excessive absences. Home visits are conducted regularly to bring in truant students and to help when there are family problems. Alternatives to the traditional methods of dealing with student behavior problems include an in-school suspension program where students receive group counseling in addition to assistance with class assignments. Staff development activities are offered including a graduate course on teaching the drop-out prone student. A public awareness campaign helps to get community support for the mentoring and tutoring programs. Counseling is provided for parents and parenting classes are available to those who are interested. TOPS also has an expanded summer school program where a counselor works with the participants as they attend summer school.

AREAS OF TECHNICAL ASSISTANCE: Tutoring, mentoring, comprehensive counseling programming, Saturday make-up classes, alternative discipline, staff development, and community awareness.

MATERIALS AVAILABLE: Brochures, video tape, materials resource lists, descriptions of collaboratives with other human service agencies, list of speakers, and parent and student surveys and questionnaires.

SCHEDULING TECHNICAL ASSISTANCE: The TOPS program will provide technical assistance upon request to any secondary school or district. Appointments are requested. The project director is available for making presentations and conducting workshops.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Beth Phillips, TOPS Director

or

Allen Teal, Principal
Chesterfield High School
Route 1, Box 2
Chesterfield, South Carolina 29709
Telephone (803) 623-2161

LEXINGTON SCHOOL DISTRICT ONE

Lexington Applied Technology Center

Lexington Academy

Funded 1989-90

PROGRAM DESCRIPTION: The Lexington Academy Project began in 1990 as a program designed to give new purpose to students who have the ability to succeed but who have not been succeeding academically due to lack of motivation or some other circumstance. Students enter the program in the tenth grade and can remain until graduation. The Lexington Academy replicates the Career Academy model first developed in California.

In the Lexington Academy program, students apply to attend and interview with the academy staff. Once the students are selected, the staff asks parents to support actively their children's decisions throughout the Academy program. Academy academic classes in English, math, economics and government reflect the student's chosen occupational class in air conditioning/refrigeration, machine technology, and business computers. The Academy classes have many unique features: small classes, computer-assisted, non-traditional instruction, educational field studies, mentors from industry, summer work programs, and co-ops in the occupational field for students in their senior year.

AREAS OF TECHNICAL ASSISTANCE: Academy staff will be available to provide information and technical assistance for the following project elements: curriculum modification and additions, academic/occupational teacher collaboratives, computer-assisted instruction, recruitment and screening, implementation strategies, field studies, potential problems and strategies for avoiding them, and mentoring programs.

MATERIALS AVAILABLE: An applied curriculum guide that integrates academic and occupational classes; survey instruments to include pre and post student attitude survey, survey instruments for parents, administrators, teachers and mentors; a handbook for mentors; and program evaluation data.

SCHEDULING TECHNICAL ASSISTANCE: Initial information packets can be mailed, but to provide optimal information, on-site visits can be arranged for times when Academy students are in school. Since visits will not be scheduled on in-service or testing days, appointments should be scheduled at least two weeks prior to the proposed on-site visit. For districts deciding to implement a program similar to the Lexington Academy, staff members can be available for workshops and staff development activities.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Linda Jacobus, Lexington Academy Program Coordinator

or

Brenda Hedgecock, Mentor Coordinator/Job Coach
Lexington Applied Technology Center
2421 Augusta Highway
Lexington, South Carolina 29071
Telephone (803) 359-4036

ORANGEBURG SCHOOL DISTRICT FIVE

Orangeburg-Wilkinson High School

Project PASS (Positive Attitudes for School Success)

Funded 1989-90

PROGRAM DESCRIPTION: The goal of Project PASS is to assist at-risk students in grades nine through twelve to become more productive school and community citizens through improved self-discipline, acceptance of responsibility, exercise of good judgment and an increased ability to get along with themselves and others. Participants in Project PASS, in addition to receiving extra counseling services and having their attendance and disciplinary records regularly reviewed, are concurrently enrolled in law-related education and Psychology Quest. Additional project activities include sessions for parents, field trips, career planning, community involvement, the "I Can" team, and awards ceremonies.

AREAS OF TECHNICAL ASSISTANCE: Law-related education, skills for living and career awareness, parental involvement, methods of improving school attendance and discipline.

MATERIALS AVAILABLE : Brochures which list videos, books and materials on dropout prevention, a video tape describing the program, curricular guides for law-related education, Psychology Quest, survey instruments to determine levels of self-esteem and to assist in career planning.

SCHEDULING TECHNICAL ASSISTANCE: Visits to Project PASS can be made during the school day and the third Thursday evening of each month. Staff will be available to provide technical assistance at other schools and districts provided the requesting school district reimburses travel expenses and substitute pay.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Abbiegail H. Hugine, Project Director
Telephone (803) 553-6423

or

Sadie Jarvis
Orangeburg-Wilkinson High School
601 Bruin Parkway
Orangeburg, South Carolina 29115
Telephone (803) 533-6316

RICHLAND SCHOOL DISTRICT ONE

W. J. Keenan High School

Project GOAL (Guided Opportunities to Achievement in Life)

Funded 1989-90

PROGRAM DESCRIPTION: Project GOAL serves one-hundred students in grades nine through twelve who have been identified as being at-risk due to poor grades, pregnancy, chronic absenteeism, behavior problems, or economic difficulties. This case management approach is administered by the project director with assistance provided by the assistant/secretary. Services provided to the students include counseling; after school tutoring in English, reading, and math; computer-assisted instruction; mentors from the business community; banquets; home visits; job placement; incentives for improved grades and behavior; and visits to local technical schools and colleges.

The Project GOAL staff also assists students and their families with networking them to community services and securing transportation to scheduled appointments.

AREAS OF TECHNICAL ASSISTANCE: Academic intervention, community resources, mentoring, job training, home visits, case management, career awareness, teen mothers programs, manhood training programs, progress reports, individual counseling, and services to students after graduation into post-secondary educational institutions.

MATERIALS AVAILABLE: Brochures, a video tape describing the project, evaluation data, and other documents necessary to implementing a similar project.

SCHEDULING TECHNICAL ASSISTANCE: While the ideal time to visit the project would be in the afternoons between 3:00 and 4:00 when one can observe tutoring sessions, computer-assisted instruction, and self-esteem programs, visitors will be welcomed at any time. The staff requests calling to schedule a visit. Staff travel to other schools and districts will be limited. Requests for such should be made far in advance of the anticipated date and are subject to administrative approval. Travel expenses would need to be reimbursed.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Denise Collier, Project Director

or

Cynthia Curtis, Assistant/Secretary
W. J. Keenan High School
3455 Pine Belt Road
Columbia, South Carolina 29204
Telephone (803) 738-7315 or 738-7316

MIDDLE SCHOOL PROGRAMS

AND

TECHNICAL ASSISTANCE SITES

ANDERSON SCHOOL DISTRICT ONE

Wren Middle School

Wren Futures

Funded 1991-92

PROGRAM DESCRIPTION: Wren Futures is an eight component dropout prevention program which addresses the personal behavioral, home and academic needs of middle school at-risk students with the ultimate goal of reducing the dropout rate at Wren High School. Program components include:

- Service agency representatives who provide direct services to at-risk students at the school site.
- A case management team of school and agency personnel which develops individual case management plans distributes barrier-reducing services to at-risk students.
- High school credit courses in "Applied Mathematics" and "The New Model Me" are offered to eight grade at-risk students at the middle school.
- A year-long plan for parent involvement and training for parents of at-risk students.
- Intense group and individual counseling for at-risk students.
- Business, university, and community involvement through tutoring, student rewards, and project evaluation.
- A full-day summer "Think Camp" which, in lieu of retention, provides computerized remediation and enrichment for at-risk students in grades one through six.
- A take-home computer program for increased homework completion, increased time on task, and retention prevention.

Wren Futures serves 300 students selected through an on-going identification process utilizing ten at-risk indicators and subjective staff input.

AREAS OF TECHNICAL ASSISTANCE: At-risk student identification, case management, counseling at-risk students, specialized instruction, take-home computers and tutoring, summer programming, parent training and involvement, and staff development.

MATERIALS AVAILABLE: In addition to brochures, there are numerous materials for each project component .

SCHEDULING TECHNICAL ASSISTANCE: Technical assistance in the form of site visits, workshops, facilitated planning sessions, and/or conference presentations can be provided to any school or district. Staff development sessions on any component may be arranged on location for districts desiring technical assistance.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Mel Arant, Wren Futures Program Coordinator

or

Greg Cantrell, Principal
Wren Middle School
1010 Wren School Road
Piedmont, South Carolina 29673
Telephone (803) 850-5930

CHARLESTON COUNTY SCHOOL DISTRICT

Moultrie Middle School

Middle School/5

Funded 1989-90

PROGRAM DESCRIPTION: The purpose of this program is to accelerate the learning of overage, at-risk fourth and fifth graders by combining the fifth and sixth grade curriculum in one academic year. By combining two years of instruction into one, these at-risk students can be moved closer to their age-appropriate grade at the end of the Middle School/5 year. Students eligible for this program come from all elementary schools in Mount Pleasant and those who successfully complete the requirements of the MS/5 program are promoted to the seventh grade.

The MS/5 program is designed to raise self-esteem and academic performance while allowing students to "catch up" in a middle school environment. All basic skills responsibilities are met, and guidance intervention serves as a major component as well.

Retaining these overage students at an elementary site would only perpetuate their at-risk status and increase the probability that they will drop out. Instead of tracking these students into a pattern of low achievement and minimal expectations, the curriculum centers around activities which are accelerated, multisensory, integrated strategies. It incorporates the latest educational technology designed to motivate the most reluctant at-risk student. Students who were not successful in regular classrooms or who were unsuccessful in meeting mastery of a certain percentage of objectives have concrete learning experiences and holistic approaches to solidify their learning opportunities.

Students are closely assisted as they make the transition from the MS/5 classroom to the standard seventh grade departmental system. Students who successfully completed the MS/5 program in 1991 and 1992 are monitored by the counselor. Transition encourages progress by offering the following:

- Frequent consulation with parents and teachers of current students.
- Frequent consultation with parents and teachers of former MS/5 students.
- Comprehensive mentoring program utilizing members of the business community to meet with students to encourage positive modeling.
- A compilation of resources designed to aid the transitional process, and made available to students, staff, and parents.

- Exploration of post-middle school options including the technical opportunities offered at Garrett Academy.

- Strong networking with students so that at any critical time during transition they can reach support personnel.

Theoretically, a student who has been retained twice in the elementary grades could make up one year in the MS/5 Program and complete the seventh grade in his second year in middle school. He could then enter the High School/8 Program at the high school and retrieve another year, enter and complete the tenth, eleventh, and twelfth grades, and end up graduating on time.

Implementing the MS/5 Program significantly diminishes the effects of retention and catapults students closer to their age-appropriate grade. It is a progressive rather than a reactive approach to the overage at-risk crisis. The educational investment becomes absolutely priceless when high schools are able to graduate individuals who are productive and contributing members of society. The child, the educational system, and society are all beneficiaries of the MS/5 concept.

While extensive planning, curriculum development, and appropriate selection of students helps ensure success of the program, the most critical component is the teachers of each group. Their expertise, willingness, love for children, and boundless energy provide the keynote ingredients for this successful program. The MS/5 Program is a realistic, tangible, drop-out prevention strategy for the at-risk middle school-child caught at the elementary level.

AREAS OF TECHNICAL ASSISTANCE: Acceleration, computer-assisted instruction, life skills, STEP (Systematic Training for Effective Parenting), mentoring.

MATERIALS AVAILABLE: Video tape describing program components, brochures, posters, sample newsletters, teachers' guide of affective activities, comprehensive resource library of sources utilized in the program through a mailing network to other agencies such as the National Committee for Prevention of Child Abuse, and Project AHEAD (Alliance for the Health of Adolescents).

SCHEDULING TECHNICAL ASSISTANCE: The MS/5 staff maintains a professional open door policy; however, all visits for technical assistance should be prearranged. Visitors are welcome see the program during the school day, and interviews with students are encouraged.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Karen Coste, MS/5 Project Director
Moultrie Middle School
645 Coleman Boulevard
Mt. Pleasant, South Carolina 29464
Telephone (803) 849-2820

FLORENCE SCHOOL DISTRICT TWO

Hannah-Pamplico Middle School

Project Challenge

Funded 1989-90

PROGRAM DESCRIPTION: Project Challenge is a dropout prevention program which features computer-assisted instruction in language arts, math, science and reading.

Higher order thinking skills are included and a counseling program is available for students and parents. This includes home visits several times a year. Incentives are provided to students for behavior and outstanding class performance.

Parenting sessions are held throughout the year with emphasis on gainful employment, homemaking and completion of their high school courses through adult education programs. Local community leaders and some faculty members serve as mentors for the students. There is interagency coordination of services from state, county and local resources for the students and their families.

AREAS OF TECHNICAL ASSISTANCE: Computer-assisted instruction, home visits, dropout prevention strategies, and budgets.

MATERIALS AVAILABLE: Program slides, brochures, and listing of agencies that assist in the development of the total child.

SCHEDULING TECHNICAL ASSISTANCE: On-site assistance is available by appointment. Requests for technical assistance in other places should be scheduled in advance. Travel reimbursement may be required for requests involving significant travel.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

H. M. Dixon, Project Director

or

Bernard McDaniel, Principal
Hannah-Pamplico Middle School
Post Office Box 158
Pamplico, South Carolina 29583
Telephone (803) 493-5588

HORRY COUNTY SCHOOL DISTRICT

North Myrtle Beach Middle School

The ABC Program (Adventure-Based Curriculum for At-Risk Students)

Funded 1990-91

PROGRAM DESCRIPTION: Using a school-within-a-school design, the North Myrtle Beach Middle School Adventure Based Curriculum extends through the sixth, seventh and eighth grades. It is a success oriented interdisciplinary program with Project Adventure and creative writing as focal points. A ten unit curriculum, designed by faculty and built around science and social studies, is used in the program. Each unit involves experiental and discovery learning through field experiences and hands-on activities. The program is intended to build achievement, self-esteem and group cooperation and to help generalize the effects to the out-of-school environment. The ABC program is completely contained within North Myrtle Beach Middle School; however, it encompasses the entire community through community involvement and field experiences.

Students are selected for the program based on identifiable risk factors which include:

- low achievement
- retention in grade
- low scores on statewide tests
- poor attendance

There are seven teachers and one program/manager/counselor for the program.

The concepts of appropriate behavior, self-esteem, group building, positive confrontation and risk taking contained in Project Adventure are instilled in the students with the idea that lessons learned and increased motivation will generalize to the academic classrooms and beyond.

While Project Adventure forms the focus for behavior modification, motivation and increased self-esteem, the academic focus is achieved by concurrent and parallel planning among the teachers and the program/manager/counselor. The teachers and the manager/counselor coordinate the academic work and activities for field trips and for certain work within the school buildings and grounds.

The overall goal is to provide, within North Myrtle Beach Middle, a replicable dropout prevention program for at-risk students. The main objective is to develop an affective non-stereotyped curriculum for at-risk students which will significantly improve the probability of their remaining in school until graduation.

AREAS OF TECHNICAL ASSISTANCE: Interdisciplinary units; computer-assisted instruction and technology innovation; Project Adventure; school within a school concept; innovative instructional and evaluation techniques to include cooperative learning, learning styles, authentic instruction, authentic evaluation, and The Writing Workshop; counseling; weekly progress reports; and parent involvement

Also, numerous opportunities exist for assistance in the area of technology. The program presently has an Apple lab, NCR lab, and six mini-labs, all of which are networked and Computer Curriculum Corporation technology. Software programs include networked versions of The World Book Encyclopedia, Microsoft Works, Culture Grams, National Geographic Kids Network, World Classroom, Hyperstudio, and Hypercard. Modems are available and students are encouraged to use telecommunications technology to interact with other students throughout the world.

MATERIALS AVAILABLE: Brochures, interdisciplinary units, question and answer sheets, videos of different project components,

SCHEDULING TECHNICAL ASSISTANCE: Due to the various interrelating project components, it is essential that interested parties visit the North Myrtle Beach Middle School campus. Staff requests that appointments for on-site visits be made at least three weeks prior to the date of the actual visit. Staff is also available for staff development programs at other schools and districts; however, it is requested that programs be confined to a single day to allow presenting staff time to travel to and from the site on the same day. Staff conducting programs away from Horry County must be reimbursed for substitute pay, travel expenses and per diem.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Michael Blanton, Principal

or

Beth Faust, Counselor
North Myrtle Beach Middle School
655 Highway 90
Little River, South Carolina 29566
Telephone (803) 399-6136 or 249-2954

ELEMENTARY SCHOOL PROGRAMS

AND

TECHNICAL ASSISTANCE SITES

ABBEVILLE COUNTY SCHOOL DISTRICT

Greenville Street Elementary School

Greenville Street Dropout Prevention Program

Funded 1991-92

PROGRAM DESCRIPTION: The Greenville Street Dropout Prevention Program seeks to promote academic success for students not experiencing success in school. This project has four major components. Reading Recovery promotes reading success for identified first graders. Computer-assisted instruction reinforces basic skills as well as enhances computer literacy. The case manager monitors students' academic achievement and provides support to at-risk students. The case manager also works with parents and community agencies to improve students' educational success. A mobile classroom brings educational materials to community service centers on Saturdays. The CHAMPS (Creating Health Attitudes Making Pupils Succeed) provides fifty-seven at-risk students special attention after school. Through field trips, special group activities and computer opportunities, these students are given extra support for building self-esteem and academic success.

AREAS OF TECHNICAL ASSISTANCE: Case management, computer-assisted instruction, home visits, after school programs, Reading Recovery, and parallel block scheduling.

MATERIALS AVAILABLE: Brochures, information and instruction on IBM Eduquest and Macintosh computer software, case management materials and handouts, and printed materials on Reading Recovery.

SCHEDULING TECHNICAL ASSISTANCE: The Greenville Street staff welcomes the opportunity to provide technical assistance at the program site. Also, staff members will travel to other schools and districts. In all cases, interested parties should make arrangements in advance.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Debby S. Hite, Program Director

or

Robert L. McClinton, Principal
Greenville Street Elementary School
600 Greenville Street
Abbeville, South Carolina 29620
Telephone (803) 459-5924 or 459-2238

ANDERSON SCHOOL DISTRICT FIVE

South Fant Elementary School

KISS (Kids in School to Stay)

Funded 1989-90

PROGRAM DESCRIPTION: This project focuses on early intervention for students who are not experiencing success at school. Reading Recovery, a reading intervention program, is used to ensure reading success for first grade readers and to help eliminate the need for retentions. Identified students receive intensive, one-on-one instruction for thirty minutes each day. Whole language techniques are used to help students develop strategies which allow them to make the reading-writing connection. A team teaching approach is used whereby two teachers share the responsibilities of a regular classroom and the Reading Recovery program. A case manager works with teachers to identify fifty high priority, at-risk students. The case manager studies each student's cumulative records, confers with previous and present teachers and makes home visits to identify student strengths, interests, academic, physical and emotional needs. This information is used to determine student goals which are then monitored by the case manager through follow-up home visits, teacher conferences. The case manager keeps current information on community resources and assists parents and teachers in completing the processes and procedures required to secure these services. Extended day activities are offered to different groups of students monthly for three afternoons each week. Teachers and community volunteers offer special interest clubs as incentives for student attendance, behavior and academic performance. During the summer, there is an extension of the enrichment program utilizing community agencies and resources. A twenty-three station WICAT Computer Lab offers students remediation and acceleration in reading, writing and math. All students work in the lab for approximately thirty minutes each day. Students progress through the different curriculums at their own developmental pace according to their specific needs. Teachers are able to integrate computer lab activities to correspond with classroom instruction. Through the use of computer technology, students gain practical life skills. Furthermore, as an Associate School, teachers are afforded opportunities to research existing restructuring movements, visit schools undergoing change, attend professional conferences and workshops, request assistance from the Center for the Advancement of Teaching and School Leadership and work with area colleges to implement innovative ideas. Multi-age, nongraded grouping, cooperative learning, success in reading and writing, whole language, interdisciplinary/thematic unit teaching and participatory decision making are just a few of the many continuous improvement themes being explored at South Fant.

AREAS OF TECHNICAL ASSISTANCE: Reading Recovery, case management, home visits, extended day and summer enrichment programs, school restructuring, tutoring, mentoring, and computer-assisted instruction.

MATERIALS AVAILABLE: Program brochures, transparency presentation, program overview materials, tutoring handbook, and other program materials to include communication forms, case management guidelines, and nongraded student evaluation procedures.

SCHEDULING TECHNICAL ASSISTANCE: Scheduled on-site visits are requested to ensure that staff members will be prepared to provide time and materials for those visiting. Technical assistance provided in Anderson Five is not restricted; however, the costs of traveling to provide technical assistance to other schools and districts must be borne by the school or district requesting the assistance.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Gary Bruhjell, Project Director
South Fant Elementary School
1700 South Fant Street
Anderson, South Carolina 29624
Telephone (803) 260-5200

or

Proctor Hawkins, Assistant Superintendent
Anderson School District Five
Post Office Box 439
Anderson, South Carolina 29622
Telephone (803) 260-5000

BEAUFORT COUNTY SCHOOL DISTRICT

Shell Point Elementary School

Project CARE (Children At-Risk Education Program)

Funded 1989-90

PROGRAM DESCRIPTION: Project CARE is designed to build academic success and self-esteem in primary school children who have been identified as at-risk. The main goal of project CARE is to establish a solid relationship between parents and school. Program objectives include promoting the importance of good role models for children, assisting in career orientation and involvement via a mentoring program, removing barriers to education, and making school a place where students feel safe and have a sense of belonging.

Project CARE has a staff of three full-time aides who are assigned to the first through third grades. These aides provide daily individualized academic remediation to small groups, and at the same time, build the students' feelings of self-esteem, worth and pride.

The school and the United States Marine Corps at Parris Island have a partnership in which seventeen Marines and eight Navy officers provide tutoring sessions twice weekly for an hour and a half. Also, thirty other mentors work with students to provide extra attention and positive role models.

Among the other program activities are parenting classes offered in the homes of parents, after-school tutorial services, home visits, and crisis intervention. Project staff regularly visits churches, community and civic groups to keep leaders aware of the problems of at-risk students and to solicit support for the program and other school activities.

AREAS OF TECHNICAL ASSISTANCE: Tutoring, home visits, partnerships, parenting, after school programs, and testing and identifying at-risk students

MATERIALS AVAILABLE: Project curriculum guide containing lesson plans; coloring book; "Responsible Me," a book for students which explains the school's mission; "Responsibility Starts Here," a handbook for parents which gives activities for parent-child interaction; and "Responsibility Counts Here," a booklet for faculty and staff

SCHEDULING TECHNICAL ASSISTANCE: Technical assistance is available by appointment on-site for any school or district. Staff members are available for a limited number of staff development activities at other schools and districts upon request.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Emanuel V. Dore, Project Director

or

Dr. Mary Blaise, Assistant Principal
Shell Point Elementary School
Savannah Highway
Beaufort, South Carolina 29902
Telephone (803) 525-4274

FLORENCE SCHOOL DISTRICT ONE

North Vista Elementary School

Early Identification and Implementation of Strategies to Minimize the High Percentage of Dropouts

Funded 1991-92

PROGRAM DESCRIPTION: This project is designed to improve academic performance, enhance social and emotional development and minimize the factors which contribute to high suspensions and future dropout-out rates. Students are identified through analyses of attendance data, academic records, test scores, discipline records and teacher referrals to participate in the School Intervention Program. Parents of these at-risk students are required to attend parenting sessions and are given a small stipend to defray expenses. Also, all students in grades 1-6 receive computer-assisted instruction in reading and in math. Skills are assigned according to weaknesses as determined by standardized test scores and teacher recommendation.

AREAS OF TECHNICAL ASSISTANCE: Computer-assisted instruction, improving student performance, multicultural diversity, MegaSkills, parent training.

MATERIALS AVAILABLE: Brochures, parent surveys, videos, and descriptions of collaboratives with local health and human services agencies.

SCHEDULING TECHNICAL ASSISTANCE: Technical assistance is available on-site on Tuesdays, Wednesdays, and Thursdays by appointment. Requests for technical assistance and staff development at other schools and districts must be in writing. Expenses for providing such assistance must be reimbursed.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Eleanor G. Davis, Project Director

or

Dr. Clarence Alston, Principal
North Vista Elementary School
1100 North Irby Street
Florence, South Carolina 29501
Telephone (803) 664-8159

MARION SCHOOL DISTRICT ONE

Easterling/Springville Elementary School

Preventing Dropouts Through Early Intervention

Funded 1990-91

PROGRAM DESCRIPTION: The Early Intervention Program is designed to actively involve parents, industry, and community in the education of four and five year old children who are at-risk. Parent education, community participation, student intervention and ongoing staff training has resulted in well-rounded students who succeed academically, supportive parents and an informed and involved community.

I. Parent Education/Interaction (88% parent participation, 1991-92)

A. Two community aides who serve as key liaisons between home and school visit the students' homes every two weeks. They deliver a packet filled with activities focusing on kindergarten readiness skills to encourage reinforcement at home in addition to nurturing parent-child time together.

B. Family suppers are held once a month. Parents volunteer to help with the suppers. Once the family has had supper, the children are led in group time while the parents leave for "Parent Discussion." Special interest speakers are also invited.

C. Parents are invited once a month to come into their child's classroom and work with him or her.

D. A parent education support group is held weekly. The focus of these sessions is the parent. Topics such as budgeting are discussed. The rationale behind these sessions is to increase not only parenting skills but also to increase the understanding of the growth and development of children generally. Group meetings are held at the vocational center where students enrolled in child-care classes conduct age-appropriate activities for children not old enough to be enrolled in school. Transportation is provided if needed.

E. Teachers visit the home a minimum of twice a year.

F. Parents volunteer to participate in the PATT program (Parents Are Teachers, Too). They spend time with children who are experiencing difficulty in school.

II. Staff Development

Experts on at-risk students continually conduct in-service training. An intervention team made up of teachers meets as often as necessary to support and encourage successful and consistent goals.

III. Student Intervention

A. An Individual Education Plan (IEP) is developed for each child to insure that individual strengths and weaknesses are addressed as well as learning styles.

B. Attendance awards are presented each Friday to every child who was at school every day that week.

C. High scope is implemented in the four-year old program.

D. A student-of-the-day is chosen daily. The student's picture is taken and displayed on a special bulletin board. He or she is presented with a ribbon. Every child will be student-of-the-day several times during the year.

E. A summer enrichment program is offered. The objective is to maintain the progress made throughout the year as well as provide enriching experiences (field trips) for the children.

F. Positive notes are sent to a minimum of two students daily. Each child and parent will receive a positive comment from the teacher every other week.

G. Wee Fox Cadets has been established for second grade students who were in the program as four and five year olds and who are experiencing difficulties. The cadets monitor the halls each morning and greet students. The objective is to subject these students to positive recognition for teachers and peers.

H. A mutually-beneficial relationship has been established between students in the Early Intervention Program and selected junior high and high school students who are at-risk. Each student is assigned a "buddy" for the entire school year, and four visits are made between schools. In between visits, letters are written, videos containing messages of encouragement and friendship are exchanged.

I. Many students need male role models. In the Breakfast Buddies Program, two male school district employees have breakfast each morning with students who have been referred by their teachers as needing to begin their day with some encouragement from a special adult.

IV. Collaboration

A goal of the project is to see the family, school and community interconnected. Early intervention recognizes family and community as an integral part of the school system and encourages community support as well as parental participation.

Ninety-five businesses and members of the community have agreed to become actively involved in the life of an at-risk child by being that child's "Special Friend." Financial support is not solicited; however, motivation, support and encouragement are provided by these sponsors throughout the year. These volunteers act as a significant other in the life of a child. This partnership between business/school/parents has proven to be a very positive one. It has given the business community an opportunity to offer more than financial support to schools as well as an opportunity to witness first-hand some of the obstacles that young children encounter everyday. Also, it has given the parents an opportunity to realize that someone in the community is interested in their child and their well-being. The Special Friend Program has been very important in increasing community awareness.

A strong collaboration between social agencies has been established. When a family faces a problem, a referral is made to the appropriate agency and the agency immediately focuses attention to the family's needs. Some of the agencies that work with early intervention are: DSS, Juvenile Justice, JTPA, Federal Housing Authority, Pee Dee Community Action Agency, South Carolina Department of Probation and Parole, South Carolina Department of Alcohol and Drug Abuse, Marion Recreation Department, and the Marion Police Department.

V. Program Continuation

Parent involvement is maintained by monthly classroom visitation, weekly support groups, and home visits every three weeks by the home visitors. The Early Intervention Program continues to follow and provide help and support for these families. The support will continue through the twelfth grade.

The coordinator visits Easterling daily and maintains contact with the children and their teachers.

A checklist is sent to the coordinator every nine weeks by the classroom teacher. This checklist includes grades, weaknesses, social problems, (if any). The teacher also indicates how many parental contacts have been made during the nine weeks and whether the parents followed through at home.

Those students who were judged "not ready" for first grade remain with the same teacher for two years (Readiness and first grade). Research has shown this strategy to be highly successful for at-risk youth.

Annual evaluation results indicate that "the at-risk students are now performing in a manner essentially equivalent to their peers even though they evidenced severe developmental lags prior to intensive treatment in the project. Academic acceleration of appreciable rate is indicated."

AREAS OF TECHNICAL ASSISTANCE: Early intervention, mentoring, partnerships, collaboration, individualized educational plans, staff development, parent education and involvement, home visits, conducting needs assessments, and tracking

MATERIALS AVAILABLE: All materials that have been instrumental to the successful implementation of the Early Intervention Program; a step-by-step procedure guide for establishing a similar program, and a video tape

SCHEDULING TECHNICAL ASSISTANCE: Extensive technical assistance in developing a model similar to the Early Intervention Program is available at the program site to school and district teams. A day-long seminar will be presented to visiting teams which should consist of representatives from district and school level administration and teachers. Teams should be made up of from seven to ten people. Seminars are limited to only one team at a time. The seminar will consist of mini-sessions on each aspect of the Early Intervention Program. Requests for seminars should be received well in advance of the time requested.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Pam Brogdon, Program Director
Marion County School District One
Springville/Easterling School
616 Northside Avenue
Marion, South Carolina 29571
Telephone (803) 423-8382

WILLIAMSBURG COUNTY SCHOOL DISTRICT

Kingstree Elementary School

Project CARES (Children At-Risk in Education and Society)

Funded 1989-90

PROGRAM DESCRIPTION: This school-within-a-school is a comprehensive program for at-risk students that provides an alternative place where positive support and active learning experiences enable students to succeed.

Students in grades four through six are taught by master teachers in an open setting where areas are set aside for computer-assisted instruction, independent reading, and drama. Adjoining the classroom is an area for woodworking, science experiments, and life skills such as sewing and cooking. Instructional units are overaching themes which interrelate language arts with math, science, and social studies. A summer enrichment component emphasizes computer-assisted math and reading and field trips.

There is a parent involvement component which focuses on promoting a positive and cooperative relationship between the parents and school personnel. From the beginning, parents must agree to be active partners in the program. This commitment includes an extensive orientation to the program as well as participation in counselings and workshops for children and their families.

A mentoring and a tutoring program are essential elements of the project which provide collaboration between the school and community agencies.

AREAS OF TECHNICAL ASSISTANCE: Mentoring, summer enrichment, family outreach, counseling services, social support services, open classrooms, schools-within-schools, life skills, and career exploration.

MATERIALS AVAILABLE: A brochure and a video tape describing program activities.

SCHEDULING TECHNICAL ASSISTANCE: Technical assistance is available to schools and districts expressing an interest in developing a program with similar components. On-site visits are encouraged; however, program staff can travel to other schools and districts. Appointments are requested.

FOR MORE INFORMATION OR TO SCHEDULE TECHNICAL ASSISTANCE CONTACT:

Jennie Thompson, Project Director
400 Lexington Avenue
Kingstree, South Carolina 29556
Telephone (803) 354-2040

or

Lillie McGill, Principal
Kingstree Elementary School
500 Academy Street
Kingstree, South Carolina 29556
Telephone (803) 354-7233

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